

Mental Development of Preschool Children

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Abstract: This article describes the methods, problems and solutions of mental development of children of preschool age in the preschool education system.

Key words: perception, mind, consciousness, thinking, creativity, attention, intelligence, mental, feature, thought, maturity, didactic games.

Pre-school educational institution is not only the first step of continuous education, but also the first step in forming an active, creative and spiritually rich person. Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to fundamentally improve the management of the preschool education system" and "On organizing the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" His decision is proof of that.

Each period of life has its own stages according to developmental characteristics and needs. The pre-school period can be included in the child's growth. In the "Bolajon" basic program, it is said that "Preschool education aims to form a healthy and mature child's personality, at the same time, in a state prepared for school." For this, it is necessary to develop mental abilities, to teach the culture of mental work.

Our people call wise people who have mature mental education, sharp mind, wit and intelligence. Wisdom is wisdom. Wisdom is the greatest and noblest virtue of man.

Wisdom is such a rare gift that not everyone is blessed with. That's probably why it is said in our people, "The crown of the mind is made of gold, and not everyone has gold."

Intelligence is a set of cognitive processes, starting with perception and perception, and including thinking and life.

Mental activity requires that attention is always focused on a certain goal. A person's mind is connected with the characteristic of his success in his main activity.

Since the beginning of mankind, all the scientists and virtuous people, poets and writers who have grown up among people have risen to the level of notable people of their time by acquiring perfect knowledge. Among the scholars of the East, Abu Rayhan Beruni, Abu Nasr Farabi, Abu Ali ibn Sina, Mahmud Koshgari, Alisher Navoi and others made great discoveries in various fields of science by acquiring excellent knowledge.

Abdulla Awlani, who is considered one of the great enlighteners of his time, also called the youth to be knowledgeable. He glorified intelligence and knowledge and said: "Intelligence is the most perfect and the only god of man. "The soul is the worker, the

mind is the initiator," he wrote. In order to express his opinion more precisely and clearly, he wrote: "Animals retaliate with their horns, teeth, and claws for the oppression and suffering they inflict on them. But a person is protected from harm and oppression in the shadow of his intelligence. It is the mind of people who captured the animals of the earth, tied them around their necks and gave the ends of the ropes to their hands.

Abu Ali ibn Sina developed the stages of development of the mind. The first step in perceiving by observation is to explain mental categories. The second stage is achieved by the perception of two different opinions, and the third stage is achieved by the acquired knowledge and perception of thoughts. Then it is called true intelligence.

Dividing the mind into three stages, the scientist meant children who can memorize at the first stage, but who do not yet know how to write or write letters. At the second stage, the minds of children who start to draw sticks and learn to use a pencil are depicted, and at the third stage, a person acquires mental forms and emotional images corresponding to them.

Ibn Sina means the innate talent of a person, the ability to think that is formed in the process of knowing. Mind is divided into two categories:

1. Theoretical intelligence is the perception of the general things in existence.
2. Practical intelligence - abilities that appear as motivation in the selection of objects.

The idea of educating children of preschool age was first proposed by the Czech pedagogue Jan Amos Kamensky. He showed that it is possible to educate children under the age of 6 under the guidance of a mother. During this period, taking into account the child's age, he says that he should learn everything that a person should learn. So, we can instill all kinds of knowledge, skills, and abilities in preschool children, that is, the children we educate. He created a preschool education program consisting of 19 sections.

Y.A. In the book "Mother's School", Kamensky paid a lot of attention to the education of young children and the study methodology. Mental education of children of preschool age is the influence of an adult on the development of active thinking activity of a child with a specific goal. It includes giving children knowledge about the world around them, systematizing them, arousing children's interest in learning, developing mental skills, and developing cognitive abilities.

In connection with the transition of children to school from 6-7 years of age, the responsibility of educators is increased to ensure sufficient mental development to prepare them for school education.

Mental maturity is a set of quantitative and qualitative changes that occur in a child's mental activity under the influence of educational activities as a result of growing age and enriching experience. In children of preschool age, knowledge is rapidly enriched, speech is formed, cognitive processes are improved. So, the child acquires the simplest methods of mental activity. Ensuring mental development of preschool children is of great importance for all their future activities. The child develops mentally under the influence of the social environment. In the process of dealing with the people around him, he learns the language and the system of concepts formed by it. As a result, a child of preschool age acquires the language so much that he becomes free to use it as a means of communication.

Mental development is manifested in the breadth of thought, in various connections of events, in relationships, in the ability to see and generalize.

Mental development of children of preschool age is carried out initially as a result of handling, activities performed with objects, and then in the process of studying, working, productive activities (drawing, making shapes from clay).

In modern pedagogy, mastering the system of knowledge, accumulating it, developing creative thinking, and acquiring new knowledge are the main indicators of mental development.

The main tasks of preschool children and mental education are as follows:

- ✓ Forming a scientific worldview of the system of knowledge about nature and society in children.
- ✓ Development of the mental process of knowing.
- ✓ Interest in learning and development of mental ability, mental work culture.
- ✓ Development of mental skills and abilities.
- ✓ The mental process of knowing - the development of intuition, perception, memory, imagination, thinking, speech is an important task of mental education.
- ✓ Awareness of the surroundings begins with perception and perception.

The higher their level of development, the greater the opportunity to learn about existence. Therefore, it is necessary to develop it from the kindergarten age. Interest in learning and development of intellectual ability, intellectual work culture. The task of intellectual education is to develop children's curiosity, their thoroughness and to create an interest in learning based on this.

The task of intellectual education is determined by its content, method and organization. The science of pedagogy studies the laws and possibilities of the mental development of children of preschool age in order to find ways to effectively solve the tasks of mental education, to find ways to properly use the child's capabilities, and not to overload the child's body, which can cause general fatigue. is engaged in learning.

The results of psychological-pedagogical research conducted in recent years show that there are great opportunities in the mental development of children during preschool education. Taking this into account, it is desirable to deepen and expand the scope of knowledge, qualifications and skills provided to children of preschool age.

By the end of preschool age, children acquire a large amount of the simplest knowledge and concepts about the environment, master the basic thinking process, and become able to distinguish between important and non-important aspects of objects and events. The initial indicators of educational activity are formed in them.

In the early stages of preschool education, children have imagination education. With the growth of life experience and the development of thinking, creative imagination is formed. Visual-motor, visual-image thinking is typical for children of preschool age. Based on this, speech, logical thinking, and understanding thinking are developed. An educator should develop the thinking activity of children, teach them to deeply understand these events and events, to distinguish between their important and non-important aspects.

Curiosity is a characteristic of a child. It is manifested in the child's interest in the surrounding events, objects and objects, holding, feeling and carefully observing everything. The teacher organizes observations, tries to answer the questions that arise in time, leads them to search for answers independently, and does not allow the curiosity of children of preschool age to wane.

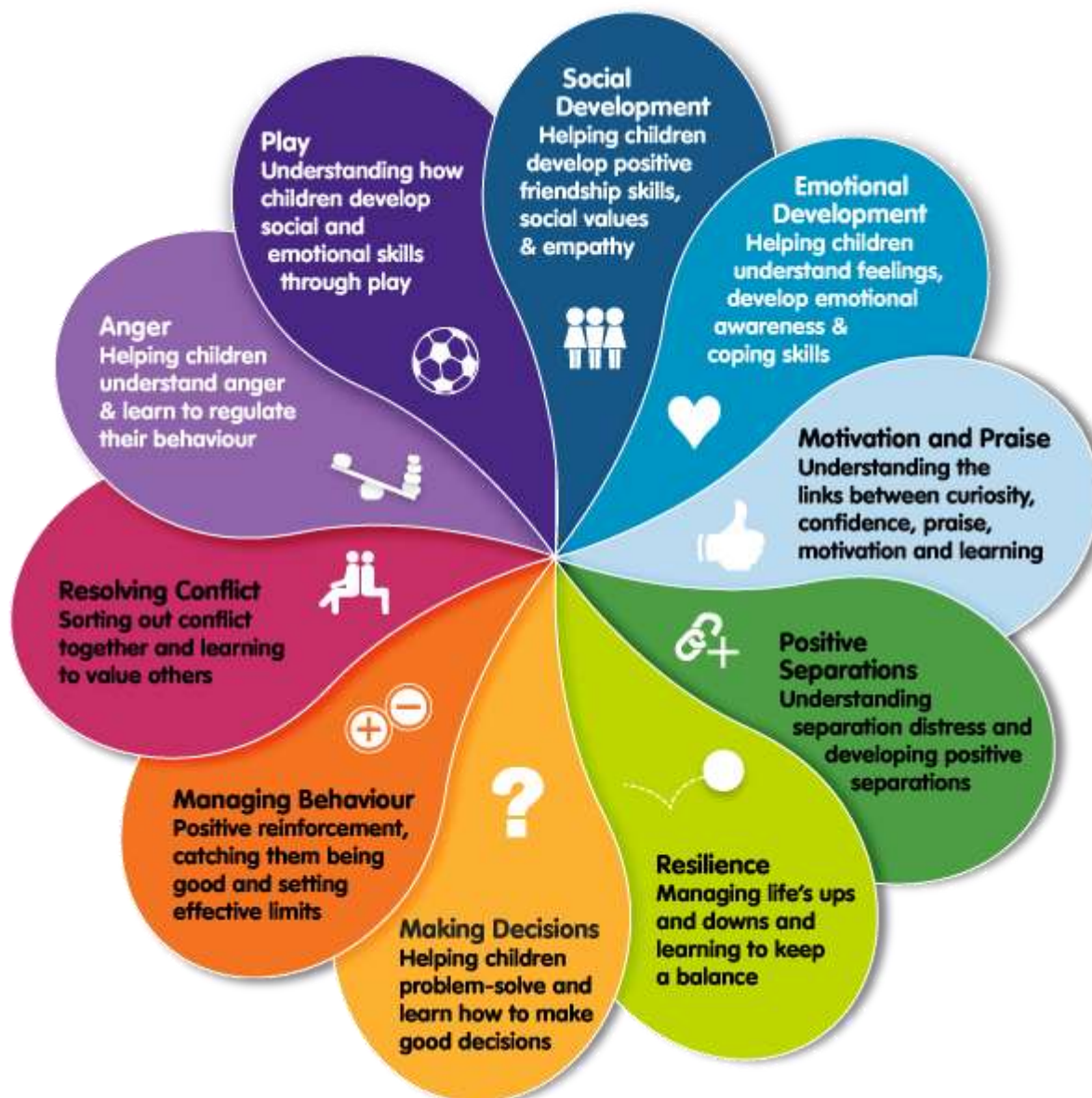
The task of intellectual education is to develop children's curiosity, their thoroughness and to create an interest in learning based on this. Kindergarten has the task of developing children's mental abilities. Abilities are manifested and developed in the course of relevant activity. A person can be distinguished by qualities such as intelligence, understanding, critical eye, and thoughtfulness. The development of mental skills and abilities, that is, the simplest methods of activity, the examination of objects, distinguishing important and unimportant signs in them, comparison with other objects, etc., is one of the tasks of mental education for children of preschool age.

These skills and abilities are components of cognitive activity that help a child acquire knowledge successfully. For example, after systematic training on introducing plants and animals, children will have a certain idea about some plants or animals.

Then, in order to develop children's mental skills and abilities, the educator can plan to conduct the following activities with children: "Comparing a cotton plant with a dandelion plant", "Comparing two different birds in a cage" didactic o 'yini, etc. The most important thing is that it is necessary not only to give children knowledge, but also to teach them to use the acquired knowledge in solving intellectual and practical tasks.

During the early and kindergarten age, children's interest in the environment grows very quickly. Curiosity is a powerful force that drives a child's mental development. Adults should notice and encourage the child's curiosity, any desire to know.

Education consists of regular and planned development of cognitive abilities of a child of preschool age, equipping with the simplest knowledge system defined in the kindergarten educational program, forming skills and abilities. Education plays a leading role in mental education of children of preschool age. Because all issues related to intellectual education are solved during the educational process. Education implies consistently providing knowledge to children, identifying and systematizing this knowledge, developing cognitive processes and thinking activity.



Education helps to develop the qualities of observation, curiosity and intelligence, such as thoroughness, intelligence, criticality. It is also necessary for the successful implementation of physical, aesthetic and labor education. In kindergarten, children are taught cultural hygiene skills, basic actions, they learn cultural and moral rules.

The foundations of children's educational activities are formed during the educational process, important conditions are created for their successful study at school. It is appropriate to carry out education in two ways.

- ✓ The first way is for children to acquire knowledge, skills, and abilities through interaction with adults.
- ✓ The second way is to systematically educate children about the necessary knowledge, skills, and abilities in special educational institutions.

The purpose of education in this way is to acquaint the young generation with scientific achievements necessary for active participation in modern production, socio-political and cultural life of society.



The game method increases children's voluntary attention, develops the child's will and creative thinking. A child is intellectually educated and developed in a creative game. The main content of children's story games is to describe various actions performed with objects. In the process of such games, children learn socially reinforced ways of using objects and performing actions with them.

In this, the process of generalizing actions and separating them from a specific object in the child's mind takes place. Depending on the child's development, their creative games become increasingly planned: children agree on the content of the game, the use of toys, etc.

In this way, the planning function of thinking, which is important for the child's development, is included during the game. Along with creative games, didactic games play an important role in the child's mental education. Such games have ready-made content and clear rules. Many folk games are passed down from generation to generation. Many games have been developed by teachers. The very fact that they are called didactic games means that the purpose of these games is to develop children mentally. Therefore, they are considered as a means of mental education.

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